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ABSTRACT

This manual is designed to provide instructors with basic information concerning Connecticut's bilingual vocational training programs (BVTPs). Discussed in the first section are the goals of BVTPs, characteristics of typical BVTP participants, how and when two languages are used in the programs, and the four instructional areas of a BVTP (the vocational, related skills, job-specific English-as-a-second-language, and life skills areas). Instructional plans for each of these four program areas are provided. Included in the individual instructional plans are a checklist dealing with developing a plan for instruction, utilizing instructional resources, providing instruction, measuring trainee progress, and preparing for the employment of trainees, as well as a section of comments elaborating on the items in the checklist. Appended to the handbook are sample lesson plan, student evaluation, and learning activity sheets. (MN)

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Manual for Instructors

BILINGUAL VOCATIONAL TRAINING PROGRAMS

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Connecticut State
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BILINGUAL VOCATIONAL TRAINING (BVT) - INTRODUCTORY REMARKS

Participants in BVT Programs

Bilingual Vocational Training has developed as a response to the skills training and employability needs of citizens and residents of Limited English Proficiency (LEP) of Connecticut and other states. The trainees in BVT Programs are individuals from a particular language and cultural background whose limited English ability for a specific job has been identified. This determination is influenced by two factors:

- the length of the training program, and
- the English language demands of a particular occupation (the clerical cluster, for example, poses greater language learning demands, and therefore, a higher English proficiency at the outset of a short-term program than would the machining cluster.)

Two-fold goal of BVT Programs

BVT Programs have a basic two-fold goal: (1) to provide training in an employable skill, while (2) developing job-specific English skills, so that successful trainees may find, get, and keep a job in an English-speaking worksite.

How and when two languages are used

The instructors in a BVT Program are bilingual, or they work closely with Bilingual Resource Instructors. They utilize, whenever appropriate, both the trainees' first language (L1), and the second language (L2, that is, English), so that trainees may efficiently and safely acquire the occupational knowledge and skills to work in an English-speaking job environment.

Knowledge and skills aspects in BVT

There are well-defined guidelines for the effective use of both L1 and English in BVT Programs, but these may be grouped in two broad categories: • the KNOWLEDGE aspect of skills training utilizes L1 to guarantee that trainees rapidly and safely understand the instruction provided, and • the SKILLS aspect uses both L1 and English to develop occupational skills and job-specific English skills, with L1 being employed less and less as the Program progresses.

How people learn best

Many years of experience in BVT Programs across the nation and in other countries have shown this common-sense approach to be very efficient. We know from many studies that the highest learning retention occurs when people DO something and TALK about what they are doing. Because BVT Programs by definition develop both job skills and language, an ideal situation is created for efficient, long-lasting learning.

The four Instructional Areas

Instruction is provided in four inter-related Areas: the Vocational, the Related Skills, the Job-specific English as a Second Language (ESL), and the Life Skills / Group Counselling Areas. Every Area has a bilingual capacity, either through the bilingual abilities of individual instructors, or with the help of Bilingual Resource Instructors. Each Area has a primary function which is clearly defined, but all Areas perform critical secondary functions if the Program is to be successful. Both instructors and trainees are aware of both primary and secondary functions, and the importance of collaboration between all Areas.

The Vocational Area develops occupational skills, yet these instructors reinforce job-specific English learning, coordinate their efforts with the Related Skills instructor(s), and work closely with the Life Skills instructor.

The Related Skills Area instructs in such critical ancillary skills as theory, occupational math, science, blueprint reading, or other skills essential for effective functioning in a specific job, yet also play a key role in English language development and Life Skills acquisition for the workplace.

The Job-specific ESL Area provides instruction focussed on work-relevant English, while stressing and reinforcing training given in the Vocational and Related Skills Areas, and complementing -- especially in the English language demands of the job search, applications, and the job interview -- the work of the Life Skills instructor.

The Life Skills Area helps develop an awareness of trainees' own culture -- with both strengths and weaknesses -- in order to build a cross-cultural awareness of the challenges posed by the English-speaking workplace, and to develop skills and strategies to effectively deal with those challenges. Again, this goal may only be achieved through a high level of collaboration with every Area. This Area of Life Skills is so critical and raises such distinct concerns as to go beyond the scope of the present Manual. The Area Checklists which follow therefore focus on the first three Areas, and are accompanied by Explanatory Comments, with space provided for instructors' notes.

VOCATIONAL AREA

PLAN FOR INSTRUCTION

- Identify the vocational skills currently required in the job, in coordination with the Related Skills Instructor
- Develop a course outline and performance objectives
- Develop lesson plans
- Organize the vocational lab/shop to simulate the workplace
- Coordinate vocational instruction with the ESL instructor on a regular basis
- Coordinate bilingual safety instruction with the ESL instructor
- Develop with the ESL instructor lists of words and sentences which are most frequently used on the job
- Plan for the participation of the ESL instructor in selected skills projects with trainees
- Plan with the Bilingual Resource instructor for the effective day-to-day delivery of instruction in a bilingual mode

UTILIZE INSTRUCTIONAL RESOURCES

- Assess instructional materials in terms of the vocational skills currently required on the job
- Determine if bilingual instructional materials are available from CSDE
- Select printed and AV materials for trainees of limited English
- Adapt or develop with the ESL instructor instructional materials for trainees of limited English

PROVIDE INSTRUCTION

- Inform trainees of the goals and objectives of the Vocational Area
- Present explanations
- Conduct demonstrations of job skills
- Guide trainee practice
- Permit trainees to learn at individual pace and according to individual learning styles
- Determine when instruction in English is understood
- Utilize trainees' first language when instruction in English is not understood
- Provide alternate instruction when necessary

MEASURE TRAINEE PROGRESS

- Prepare procedures or projects to evaluate trainees' progress in terms of performance objectives
- Determine whether and when a trainee has acquired the skills for the job
- Maintain records of progress

PREPARE FOR THE EMPLOYMENT OF TRAINEES

- Prepare trainees for working in a specific job environment in coordination with the Life Skills instructor
- Assist trainees in obtaining available employment

INSTRUCTORS' NOTES

COMMENTS

Leadership role of Vocational Instructor

It is assumed that any Vocational Area Instructor selected for a BVT Program is closely familiar with the vocational skills required in a particular occupational area. However, because occupational demands are constantly changing in response to advances in technology, and owing to the need for every member of the BVT staff to be aware of the primary job skills tasks required for the target occupation, it is recommended that the Vocational Instructor provide considerable leadership concerning the current job requirements that will be the focus of the Program.

Important "paperwork"

Developing course outlines, determining performance objectives, and outlining lesson plans are often viewed -- even by the most experienced instructors -- as so much "paperwork." However, in a BVT Program, these efforts will definitely pay off. Course outlines should be developed by each Area Instructor, and shared with all other Instructors, to assure uniform awareness of the plan of instructional delivery. Performance objectives, which generally begin with the formula "The trainee will be able to . . .", followed by a specific, measureable behavioral goal, are invaluable in both specifying instruction and measuring achievement. Lesson Plans, as well, far from posing a difficult paperwork task, can serve as the basis for coordinating instruction with other Areas, and can make weekly planning meetings go quickly and efficiently.

Available resources

Indeed, course outlines and performance objectives are often available from vocational schools and other resources. A format for lesson planning with an instructional evaluation form developed specifically for BVT Programs are appended.

Plan for Instruction

The heart of any BVT Program is the Vocational Area. This reality entails a large responsibility on the part of the Vocational Instructor, who must provide a significant measure of leadership in determining the curriculum in coordination with other Area Instructors. Obviously, the Related Skills Instructor(s) will look to the Vocational Instructor for direction in planning the theoretical and critical ancillary skills development which are necessary to successfully work in a specific occupational area. Also, the Job-specific ESL Instructor must have on-going input from the Vocational Instructor regarding the language demands of the job. One of the most useful types of information the Vocational Instructor can offer the ESL Instructor are step-by-step procedures for the completion of basic job tasks. Armed with these lists of procedures, the ESL Instructor will know which procedures (VERBS) and which vocabulary (NOUNS) must be practiced in the ESL Area if effective reinforcement of vocational skills development is to take place in the ESL classroom.

"Safety first!"

Moreover, the ESL Instructor, with the help of the Vocational Instructor, can do much to make the shop/lab safe for the LEP trainee. It is important to note that critical safety information is communicated in a written as well as an oral mode. These modes have important differences. Signs should be provided in both languages detailing important safety precautions. However, there will arise situations where warnings are of crucial importance: "Watch out!", "Turn off the machine!", and "Stop!" must be as much a part of the trainees' initial vocabulary as signs indicating "DANGER", "CAUTION", and "SAFETY GLASSES REQUIRED IN THIS AREA."

Bilingual support

Of course, coordination with the Bilingual Resource Instructor on a daily basis, and at all levels of planning, is especially important when the Vocational Area requires bilingual support for efficient instruction.

Utilize Instructional Resources

A surprising number of bilingual vocational materials have been identified or obtained by the Connecticut State Department of Education (CSDE), and may be secured from CSDE. However, many existing instructional materials have proven useful, particularly if accompanied with numerous diagrams, illustrations, tables, and other visualizations, and if the English language level of difficulty is not too high. Instructional materials do not necessarily have to be translated word-for-word, but at a minimum, glossaries of terminology with L1 translation are basic. The ESL Instructor in particular can be very helpful in determining which materials can be successfully utilized with LEP trainees.

Provide Instruction

Delivery of instruction in BVT Programs is in many ways similar to teaching in regular programs. The importance of particular learning points is outlined, demonstrations are conducted, practice is monitored, and evaluations are completed, just as in any program. What is unique to BVT Programs is the effective use of L1 and English, which is primarily determined by feedback from the trainees initiated by the Instructor, as to whether and how much instruction has been comprehended. Often this feedback occurs solely in terms of "body language,": the look on a trainee's face can say much about what he or she has understood in a particular presentation.

Vocational instruction can often be modified in ways more appropriate to the LEP trainee. Instead of asking "Are there any questions?", the Vocational Instructor may ask each trainee for a specific question. Since the ability to ask an appropriate question requires some knowledge, a desire for more information, and a basic mastery of how to form questions, this exercise provides important feedback on how well trainees are comprehending the unit, while checking individual motivation and testing language ability. This example also emphasizes how the Vocational Instructor can support the efforts of other Area Instructors, in this case, the ESL and Life Skills Instructors. The key is to keep in mind that LEP trainees learn more and faster when they TALK about what they are DOING.

Often the most direct method to bridge a detected "communication gap" is to utilize L1 to provide needed information, so long as L1 does not become a "crutch" impeding acquisition of job-specific English. However, the Vocational Instructor in BVT Programs -- just as in regular programs -- must be prepared to design alternate, even individual learning "paths" where necessary.

Measure Trainee Progress

Obviously, the Vocational Instructor must accept her or his responsibility to evaluate progress and performance of individual trainees in terms of stated Area performance objectives. These evaluations must be conducted in a manner appropriate to • how the occupational skill was taught, as well as • how the skill is performed on the worksite. For example, a paper-and-pencil

test on machine operation is inappropriate if instruction has not been provided in a written mode and if little writing is required on the job; here, a more valid evaluation would be a final project with little supervision. On the other hand, occupations which require extensive language skills, such as Word Processor, would most correctly be evaluated on the machine itself, and rely heavily on skills in reading and writing.

Records of progress may be kept in a "public" chart form or a more personal evaluation sheet. In every case, trainees should be kept constantly informed as to their progress and potential areas for improvement.

Prepare for Employment

As experienced practicioners in a particular occupation, Vocational Instructors have a key role to play in preparing trainees for employment, and must work closely with the Life Skills Area in assuring that trainees are aware of work-site job demands. Often this assistance can be provided in part by arranging for field trips to businesses and industries, by providing potential employer contacts to the Life Skills Instructor or Job Developer, and through constant emphasis on realistic challenges confronted on the job.

RELATED SKILLS AREA

PLAN FOR INSTRUCTION

- Identify the Related Vocational Skills currently required in a specific job, in coordination with the Vocational Instructor
- Develop a course outline and performance objectives
- Develop lesson plans
- Coordinate with the ESL Instructor on the delivery of Related Skills instruction on a regular basis
- Develop with the ESL Instructor lists of words and sentences most frequently used in a related skill
- Plan with ESL Instructor for her or his participation in selected Related Skills projects with trainees
- Coordinate with the Vocational Instructor on the delivery of Related Skills Instruction on a regular basis
- Plan with the Bilingual Resource Instructor for the effective day-to-day delivery of instruction in a bilingual mode

UTILIZE INSTRUCTIONAL RESOURCES

- Determine if bilingual vocational materials are available from CSDE
- Assess instructional materials in terms of related vocational skills currently required on the job
- Select printed and AV materials for trainees of limited English
- Adapt or develop with the ESL Instructor instructional materials for trainees of limited English

PROVIDE INSTRUCTION

- Inform trainees of the goals and objectives of the Related Skills Area
- Present explanations'
- Conduct demonstrations of job skills
- Guide trainee practice
- Permit trainees to learn at own pace and according to individual learning styles
- Determine when instruction in English is understood
- Utilize trainees' first language when instruction in English is not understood

- Provide alternate instruction when necessary

MEASURE TRAINEE PROGRESS

- Prepare procedures or projects to evaluate trainees' progress in terms of performance objectives
- Determine whether and when a trainee has acquired the Related Skills for a specific job in coordination with the Vocational Instructor
- Maintain a record of progress

PREPARE FOR THE EMPLOYMENT OF TRAINEES

- Prepare trainees for working in a specific job environment in coordination with the Life Skills Instructor
- Assist trainees in obtaining available employment

INSTRUCTORS' NOTES

COMMENTS

Critical role of Related Skills Instructors

In a sense, the challenges confronting the Related Skills Instructor and the ESL Instructor are similar. It is obvious that English language training is central to the success of a BVT Program, but English skills development must be focussed on the particular occupational area. Similarly, the Related Skills Instructor, upon consultation with the Vocational Instructor, is aware that specific skills in mathematics, for example, are indispensable for a certain job. However, the type of related mathematics training provided must be consistent with the work-relevant computational needs of that occupation. In one instance, a machine operator must have a thorough knowledge with a particular array of fractions, i.e. halves, quarters, eighths, sixteenths, thirty-seconds, sixty-fourths, and thousandths, and would rarely deal with the types of math skills required of food service trainees, involving thirds of cups or doubling of recipes. It is exclusively through close collaboration with the Vocational Instructor that the Related Skills Instructor will know what types of applied ancillary skills are critical for the BVT Program.

Plan for Instruction

Beyond the general requirements of developing course outlines, performance objectives and lesson plans, and working closely in the planning stages with the Vocational Instructor, the Related Skills Instructor must also coordinate her or his efforts with those of the ESL Instructor. This cooperation is often most efficiently achieved by providing clear task analyses of all major skills development areas, as well as by planning

for the participation of the ESL instructor in selected Related Skills projects with the trainees. Given specific information and the opportunity to participate in direct skills development, the ESL instructor will be able to translate this input into relevant classroom activities that will complement Related Skills instruction.

Bilingual support

Again, if the services of a Bilingual Resource instructor are utilized, it is imperative that day-to-day planning of bilingual instruction take place, as well as overall planning with the participation of the Resource instructor.

Utilize Instructional Resources

The same comments which were made with respect to effective instructional resources for the Vocational Area apply to the Related Area. However, because Related Skills often involve more abstract subject matter, even more care must be taken to assure that materials which are used do not rely on English language complexity beyond the reach of the LEP trainee. Also, visualizations are possibly even more critical in this Area, since very complicated conceptual information is frequently best presented in this format. The ESL instructor will prove a valuable resource person in selecting, adapting, developing and providing advice on the effective use of instructional materials with LEP trainees.

Provide Instruction

Again, as with the Vocational Area, lessons will follow a format typical to regular programs, with the unique feature of requiring extreme sensitivity as to the effective use of L1 and

English. An important part of instruction will focus on theoretical presentations, with L1 providing the most efficient mode of instruction. However, an even larger portion of classroom time will be devoted to practice and application activities. Here, an ideal situation is created for English practice, particularly for vocabulary which will be used on the job. For example, blueprint reading is a critical related skill for many occupations that involves visualization according to universally recognized conventions. Since trainees will rarely have to talk about how to read blueprints, but rather will have to utilize blueprints accurately, L1 is the most effective mode of instruction. Of course, English may be used appropriately during practice to call out dimensions and other work-relevant vocabulary. However, Related Skills instruction focussing on English language skills such as reading and spelling for the clerical cluster will utilize English very extensively, taking care to assure comprehension with the aid of L1 while gradually introducing more and more reliance on English as a mode of instruction as the course proceeds.

Measure Trainee Progress

Evaluation of trainee performance in the Related Skills Area is somewhat more complicated owing to the fact that applied skills development is the focus of attention. Therefore, consultation with the Vocational Instructor as to whether trainees have indeed transferred classroom practice to the shop/lab is required before valid evaluation can take place in the Related Area. Hours of practice are no assurance that a trainee has transferred acquired skills to the work environment. Once again, the pivotal role of

the Related Skills Instructor is underscored, requiring on-going contact with both Vocational and ESL Instructors throughout the BVT Program.

Prepare for Employment

As with every Area Instructor, the Related Skills Instructor must work closely with the Life Skills Instructor to prepare trainees for the interviewing and job search process which is the "bottom line" of every BVT Program. This is especially important, since employers often ask questions during job interviews to test an applicant's knowledge of key related skills.

JOB-SPECIFIC E.S.L. AREA

PLAN FOR INSTRUCTION

- Develop with the Vocational Instructor and the Related Skills Instructor lists of words and types of sentences used most frequently on the job
- Coordinate English language instruction with the Vocational Instructor and Related Skills Instructor on a regular basis
- Plan with the Vocational and Related Skills Instructors for the participation of the ESL Instructor in selected training projects with trainees
- Develop a course outline and performance objectives
- Develop lesson plans
- Develop learning activities that simulate the English requirements of the job
- Develop activities to teach survival skills that are relevant to the job

UTILIZE INSTRUCTIONAL RESOURCES

- Determine if bilingual vocational materials are available from CSDE
- Work with other Area Instructors in selecting, adapting and developing instructional materials appropriate for trainees of limited English

PROVIDE INSTRUCTION

- Inform trainees of the goals and objectives of the Job-specific ESL Area
- Present vocabulary and types of sentences in the context of usage on the job
- Present the English for survival purposes in a context relevant to the workplace
- Correct a trainee's English only if an error changes the intended meaning
- Participate with trainees in selected skills projects
- Present a comprehensive "working model" of English from the earliest stages, particularly verb-time, questions, and pro-forms
- Stress reading and writing skills as required on the job

MEASURE TRAINEE PROGRESS

- Prepare procedures to evaluate progress in terms of stated performance objectives
- Determine whether and when the trainee has the English language skills necessary for the job in coordination with other Area Instructors
- Maintain records of trainee progress

PREPARE FOR THE EMPLOYMENT OF TRAINEES

- Prepare trainees in job search, applications, and interviewing skills with the Life Skills Instructor's cooperation
- Assist trainees in obtaining available employment

AID IN STAFF DEVELOPMENT

- Serve as a resource to other Area Instructors and the Bilingual Resource Instructor(s) as to the effective use of L1 and English in delivery of instruction

INSTRUCTORS' NOTES

COMMENTS

The challenge of bilingual vocational ESL instruction

The Job-specific ESL Instructor is confronted with perhaps the greatest challenge of any of the Area Instructors. The chances are excellent that a competent Vocational Instructor or a first-rate Related Skills Instructor, with the proper Bilingual Resource Instructor support, and a high level of cooperation, will be able to transfer effectively to a BVT Program setting all of the teaching skills acquired over years of experience. The ESL Instructor in many cases finds that while many common "tricks of the trade" are applicable in a BVT Program, there are many other approaches for teaching ESL that are very productive in bilingual training which are not presently used by ESL teachers on a wide-spread basis in regular programs. Thus, while developing new teaching skills for Job-specific ESL, the ESL Instructor must also coordinate her or his efforts with those of other Area Instructors. Many ESL Instructors find their work with BVT Programs to be the most demanding, yet rewarding, of career experiences.

A comparison of the audio-lingual approach . . .

The overwhelming majority of ESL Instructors are trained in the "Audio-Lingual" method and have worked in "general" ESL Programs with little if any specific occupational focus. In these types of Programs, much attention is paid to details of pronunciation and strictly controlled, limited vocabulary development, designed to focus on "grammar points" which are sequentially presented by their perceived complexity. A great deal of memorization of dialogs occurs, with reading and writing omitted in favor of "oral-aural", i.e., speaking-hearing presentation and practice.

In addition, general ESL Programs employing the Audio-Lingual method strictly exclude any use of the learners' first language. This practice is consistent with the underlying philosophy of the approach which stresses that the language learner acquires linguistic competence unconsciously through long-term repetition and practice entirely in the target language. Therefore, little by way of explanation is offered the student in either L1 or English as he or she "over-learns" each grammatical point using controlled vocabulary. Not surprisingly, these Programs require a great deal of time to achieve their goals.

. . . with ESL Instruction in BVT Programs

ESL instruction in BVT Programs takes a more "cognitive" approach to language learning, primarily owing to time constraints and a job-specific focus. It is assumed that the better a trainee understands what he or she is practicing, the faster will vocational language competence be acquired. Therefore, the trainees' pre-existing skills in their first language are brought to the level of awareness and used to build skills in the second language around an occupational focus. Often, and particularly in presenting grammar concepts, the trainees' first language is utilized directly in order to make helpful comparisons between languages. Of course, the target language receives a major part of the attention when the primary concern is practice. BVT Programs which employ this methodology are able to improve English skills development in a significantly shorter time span.

Pronunciation is typically de-emphasized if communication is not affected. Grammar is taught,

but in a more comprehensive way. It is very likely that a trainee will have to learn all question forms from the start of a BVT Program, whereas in a general ESL Program, the question "What for?", so key to occupational language, is often left to the end of the course, owing to its supposed "complexity." In a BVT Program, trainees will require from the outset a "working model" of English, no matter how unsophisticated, to deal with the broad yet focussed language needs of the occupation. Similarly, job-specific vocabulary must be stressed, so that in one sense vocabulary is controlled; yet, while occupational vocabulary is focussed, it is at the same time very broad in its denotational field -- trainees may need to know every possible inflectional and derivational form of the root "LUBRICAT-(E)." Reading and writing are often stressed, consistent with the needs of adult learners and especially if relevant to the particular job.

Importance of Intra-Program cooperation for ESL Instruction

Because of these major differences in instructional strategies, some ESL instructors in BVT Programs experience an initial period of "anxiety" when confronted with the enormity of the bilingual vocational ESL challenge. However, to the extent that effective, on-going and open lines of communication are established and maintained with other Area Instructors, particularly the Vocational Instructor, virtually all ESL Instructors appreciate the benefits of these common-sense approaches. Many have commented on the rapidity of language acquisition of LEP trainees, owing to the mutual reinforcement of skills and language instruction in the shop/lab and ESL classroom.

"Hands-on" ESL Instruction

A particularly useful strategy has been the direct involvement of the ESL Instructor in selected Vocational and Related Skills learning projects. ESL Instructors discover that these experiences are invaluable in sensitizing them to the language needs of LEP trainees in a BVT Program setting. ESL Instructors also find that the primary mode of Vocational Instruction, based on a detailed task analysis of each job skill, provides them with useful lists of verbs and associated vocabulary which can be readily transformed into language practice (employing past, present progressive, and future transformations on the typical command form of each task analysis step). Indeed, the linking of DOING with SAYING provides an ideal environment for efficient language learning.

Task analyses

Plan for Instruction

Every ESL Instructor will appreciate the need for thorough course outlines, performance objectives and lesson planning. However, these essential activities must be preceded by extensive consultation with the Vocational and Related Skills Instructors, as well as the Life Skills Instructor. From these planning sessions will emerge general perceptions of the directions taken in each Area, as well as specific vocabulary and grammatical structures which the ESL Instructor will wish to stress. Particularly important at the initial stages will be safety language, which the ESL Instructor will want to specify in both written and oral modes. Of course, when Bilingual Resource Instructor support is required, comprehensive and daily planning must take place for bilingual delivery of instruction in the ESL Area.

Utilize Instructional Resources

The ESL instructor will play a critical role in assisting other Area instructors in selecting, adapting and developing materials appropriate for LEP trainees. Emphasis will be placed on materials which are either bilingual and/or highly visualized, and which focus on tools, processes, explanations, requests, and other key job-specific concerns. Many available ESL materials, owing to the exclusion of occupational content and the trainees' first language, will be inappropriate. However, a great deal of "realia" will be available from the shop/lab and related classrooms which will enhance language instruction. Never assume that no materials are available for a particular language or occupation; many have been located by and are available from the CSDE. On the other hand, do not be discouraged if the "magic" textbook is not in each trainees' hands, since many if not most of the language learning contexts in a BVT Program are developed on the spot.

Provide Instruction

ESL instructors will learn when to appropriately use L1 to support language learning. Again, the KNOWLEDGE and SKILLS aspects of BVT skills development must be applied, with L1 used for conceptual and comparative purposes, and L1/L2 utilized for language practice, leading to increasing use of English.

As previously mentioned, trainees in BVT Programs require a "working model" of English from the outset. Therefore, the ESL instructor must strive to present a broad working knowledge of the language -- including verb time, questioning forms, and pronouns in subject and object cases -- from the earliest stages. At the same time, care

must be taken to continuously develop job vocabulary. As trainees acquire more practice and experience with the vocabulary and structure of occupational English, these initial limited notions of English will be expanded upon. Of particular importance will be questioning forms, since it is primarily through questioning that trainees will acquire language and job skills development during and after the BVT Program. A visualized approach to teaching question forms in English that has proven helpful in BVT Programs is appended.

Measure Trainee Progress

Language proficiency testing is an enormous and complicated field. The ESL Instructor in a BVT Program will want to use all available assessment resources, particulary Mary Galvan's Bilingual Vocational Oral Proficiency Test, available from the CSDE. This test, coupled with other language assessment instruments developed by the ESL Instructor for the specific occupational area, will be critical in determining whether and when each trainee has achieved acceptable linguistic competence essential for employment. These formal checks must be taken in conjunction with the informal assessment of the Vocational Instructor, who will continue to be the most valid judge of vocational competence, including occupational language skills.

Prepare for Employment

One of the most difficult tasks confronting any LEP trainee is the job search process, including job applications and interviewing. These cannot be left until the end of the Program since extensive practice is required to deal with

the variety and complexity of the language involved. Dozens of job applications should be filled out, and models carried to the potential employer by trainees to aid them in completing applications. Similarly, the typical job interview questions should be practiced and re-practiced in their infinitely various forms until competence and confidence are instilled in each trainee. Attention should be paid to how each trainee can deal with open-ended questions like "Can you tell me something about yourself?" and "Do you have any questions for me?" Day One is not too soon to begin this important effort.

BILINGUAL RESOURCE INSTRUCTORS

PLAN FOR INSTRUCTION

- Participate with Area Instructor(s) in planning sessions wherever bilingual resource support will be provided
- Coordinate regularly with Area Instructor(s) for the effective delivery of instruction in a bilingual mode

UTILIZE INSTRUCTIONAL RESOURCES

- Be thoroughly familiar with selected, adapted, and newly developed instructional materials prior to time of instruction

PROVIDE INSTRUCTION

- Determine when instruction provided in English is understood
- Utilize L1 when instruction in English is not understood
- Utilize L1 selectively & appropriately when instruction in English is understood
- Utilize English vocabulary (particularly tools and processes) simultaneously while providing interpretation in L1 (for example, "Se mueve automatically el carriage hacia el headstock cuando se hace la operación de turning in el lathe.")
- Encourage acquisition of English language skills whenever possible without interfering with Vocational, Related, or Life Skills acquisition
- Provide complete & consistent interpretation of both Area Instructor(s)'s and trainees' comments, questions and feedback to encourage job-specific English skills development

MEASURE TRAINEE PROGRESS

- Participate with Area Instructor(s) in the evaluation of trainees' progress in terms of performance objectives
- Provide input to Area Instructor(s) as to whether and when a trainee has acquired stated skills objectives

RESOURCE INSTRUCTORS' NOTES

COMMENTS

Availability of bilingual human resources

It should be stated immediately that the ideal situation for BVT Programs is to secure skilled instructors who are bilingual. A thorough search of available human resources often reveals that competent bilingual instructors are present in the community. However, in those cases where bilingual instructors cannot be located, it is always possible to effectively utilize the talents of skilled Bilingual Resource Instructors.

Rationale for term Bilingual Resource Instructor

The term "Bilingual Resource Instructor" is utilized throughout this Manual in recognition of the level of coordination -- "teamwork" -- which is required in this demanding position, as opposed to the more commonly used term "Aide" or "Assistant." While the Resource Instructor does not have primary responsibility for determining the content of instruction, her or his role in effective delivery of instruction in BVT Programs cannot be underestimated. Some key prerequisites for this position include a sensitivity to occupational language in a bilingual mode, as well as awareness of the characteristic learning needs of LEP trainees.

Plan for Instruction

The Resource Instructor must be involved from the outset at all planning sessions with the Area Instructor(s) he or she will work with. Moreover, the Resource Instructor will work on a daily basis with the Area Instructor(s) to determine effective methods for the delivery of instruction in a bilingual mode.

It is also during the planning stages that pre-service workshops are best conducted with

Bilingual Resource Instructors and the Area Instructor(s) who will be working together. One of the most effective exercises in the teamwork skills required has been used in pre-service training in Connecticut, and is recommended for other programs. This exercise involves role-switching for the Area Instructor(s) and language-switching for the Resource Instructor. In other words, the Area Instructor(s) become "trainees" who receive instruction in a foreign language about a particular occupational skill, and Resource Instructors interpret this instruction into English. This simple exercise has been facilitated by the present writer, and all who participated agree that Area Instructors gain awareness as to the learning demands posed in a bilingual instructional setting, and the Resource Instructors learn first-hand the skills required to provide effective interpretation of instruction in another language.

Utilize Instructional Materials

Care must be taken to assure that the Resource Instructors are thoroughly familiar with all instructional materials that will be used during classes prior to delivery of instruction.

Provide Instruction

Provide Instruction Of course, the primary responsibility of the Resource Instructor involves the delivery of instruction itself. This involves an extraordinary amount of sensitivity as to the effective use of L1 and English, which is often not "cut and dried." Often the degree of interpretation provided by the Resource Instructor varies, demanding an on-going awareness of the instructional process. For example, there will

be times when literally every word spoken by an Area Instructor should be interpreted. However, where comprehension by the trainees is evident, literal interpretation is redundant, even undesirable, since communication "has taken place." In fact, many occupational terms should not be provided in L1 at all, since their use-value for the trainees in the target language is more important than the requirement for total translation.

One of the most important skills for the Resource Instructor is that of providing a consistent line of communication between trainee and Area Instructor(s). For example, when a trainee poses a question in L1, and the Resource Instructor immediately interprets her or his question into English for the Area Instructor, two key objectives are achieved. First, communication occurs, but second, and surely as important, is that each trainee hears the original question immediately in English, learning specific English vocabulary and structures which relate directly to their concerns. Clearly, this line of communication provided by the Resource Instructor can be most helpful to the LEP trainee in improving job-specific English skills.

Measure Trainee Progress

With such close contact and awareness of the LEP trainees, growing out of constant interchange between instructors and trainees, the Resource Instructor can provide to the Area Instructor(s) important insights into the progress and performance of individual learners.

APPENDED

MATERIALS

Lesson # _____ Instructor _____

Week _____ Resource Instructor _____

TOPIC

OBJECTIVES The trainee will be able to

INTRODUCTION (Motivation & Safety)

PRESENTATION (SHOW -- demonstrate, or TELL -- explain)	TRAINING AIDS

PRACTICE (How trainees will apply the skills)

FEEDBACK ACTIVITIES (on-going evaluation checks)

EVALUATION (Refer back to objectives; how will you measure them?)

ASSIGNMENT (or follow-up activities)

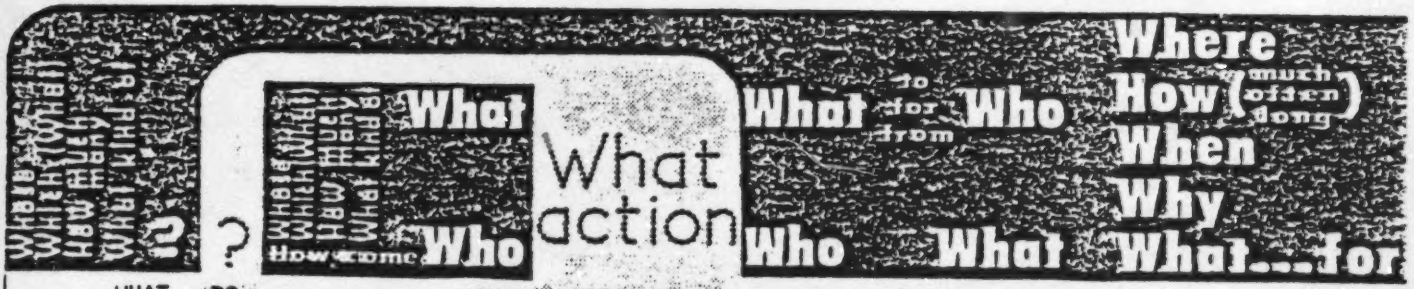
COMMENTS (How to improve this unit, after lesson is given)

EVALUATION OF INSTRUCTION SHEET

THE PURPOSE OF THIS EVALUATION SHEET IS TO HELP IMPROVE THE QUALITY OF INSTRUCTION IN THIS PROGRAM. LEARNING PRINCIPLES ARE IN THE LEFT-HAND COLUMN, WITH COMMENTS TO THE RIGHT. THIS EVALUATION SHEET IS NOT INTENDED AS A JOB EVALUATION, BUT RATHER AS THE BASIS FOR DISCUSSION BETWEEN STAFF DEVELOPER AND INSTRUCTOR.

INSTRUCTOR(S) CLASS TIME DATE

LEARNING PRINCIPLES (* INDICATES LIMITED-ENG)	COMMENTS
INTRODUCTION	
1. WAS STUDENTS' ATTENTION & INTEREST ACQUIRED?	
2. WERE OBJECTIVES OF THE LESSON STATED?	
3. WAS IMPORTANCE OF OBJECTIVES TO STUDENTS MENTIONED?	
4. WAS LESSON RELATED TO PAST EXPERIENCES?	
PRESENTATION	
5. WAS RELATED SAFETY INFORMATION GIVEN?	
6. WAS LESSON GIVEN IN LOGICAL, STEP-BY-STEP SEQUENCE?	
7. WAS INTEREST & ENTHUSIASM SHOWN BY INSTRUCTOR?	
8. WERE EXAMPLES & VISUALS & TEACHING AIDS USED APPROPRIATELY?	
9. WERE FEEDBACK QUESTIONS ASKED?	
10. WAS MATERIAL RELATED TO STATED OBJECTIVES?	
* WAS BODY LANGUAGE INTERPRETED BY INSTRUCTOR TO DETERMINE LACK OF COMPREHENSION IN ENGLISH?	
** WERE QUESTIONS ASKED TO DETERMINE SAME?	
*** WHEN SPANISH WAS USED, WAS ENGLISH INTEGRATED?	
**** WHEN ENGLISH WAS USED, WAS SPANISH INTEGRATED?	
***** WERE SPEAKING AND DOING LINKED?	
PRACTICE	
11. WAS SAFETY INFORMATION GIVEN?	
12. WAS STUDENT PERFORMANCE ASSESSED WHILE S/HE PRACTICED AND AFTER S/HE FINISHED?	
13. WAS HANDS-ON PRACTICE MAXIMIZED BY GOOD SCHEDULING OF RESOURCES?	
14. WAS THE RIGHT STUDENT ENCOURAGED FOR THE RIGHT THING, AT THE RIGHT TIME, IN THE RIGHT PLACE, IN THE RIGHT AMOUNT, & IN THE RIGHT MANNER.	
15. WAS THE RIGHT STUDENT CRITICIZED FOR THE RIGHT THING, AT THE RIGHT TIME, IN THE RIGHT PLACE, IN THE RIGHT AMOUNT, & IN THE RIGHT MANNER.	
* WERE SPEAKING AND DOING LINKED?	
** WAS ALL SAFETY GIVEN IN SPANISH?	
*** WHEN SPANISH WAS USED, WAS ENGLISH INTEGRATED?	
**** WHEN ENGLISH WAS USED, WAS SPANISH PROVIDED?	
EVALUATION	
16. WERE STUDENTS EVALUATED APPROPRIATELY IN LINE WITH STATED OBJECTIVES?	



WHAT	DO	YOU	USE	A	FOR ?
		YOU	USE	A	TO ..... .
HOW	DO	YOU	SAY	THAT?	
WHAT	IS	THAT	CALLED ?		
HOW	DO	YOU	SPELL	..... ?	
WHAT	DID	YOU	DO?		
		I	got	my tools	from the crib.
WHAT	ARE	YOU	DOING?		
		I	am getting	my tools	from the crib.
WHAT	WILL	YOU	DO?		
		I	will get	my tools	from the crib.
HOW	DO	YOU	MAKE	THIS?	
		You	follow	these steps	carefully.
WHAT	DO	YOU	DO		FIRST?
			Get	your tools	from the crib.

VISUAL ENGLISH c 1981 Sayers

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OUR
TRANSIT
IS
WITNESS